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ABSTRACT

This document is an official statement of the State of Maryland, outlining in detail the state's adult English-as-a-Second-Language (ESL) program standards. The standards are not specific instructional standards, but rather overall guidelines for identifying and improving major components of quality adult ESL programs. The document has three parts. In part one, the introduction, there is a mission statement, a statement of the purpose and use of the program standards, as well as statements of key objectives and operating assumptions of adult education instruction. In part two, adult ESL standards and sample measures, there are sections detailing: program structure, administration, and planning; curriculum; instruction; recruitment, intake, and orientation; retention and transition; assessment, evaluation, and educational gains; staffing, professional development, and staff evaluation; and support services. Part three comprises the nine appendices: glossary, resource documents, selected references, a sample learner self-assessment tool, a sample learner checklist, a sample teacher self-reflection journal, a list of resources for learners with special needs, contact information for Maryland professional organizations, and resource centers for language and culture (including all necessary addresses, phone numbers, e-mail addresses, and Web site information). (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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Maryland State Department of Education

Adult English as a Second Language Program Standards

FL 801 363

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Maryland
Adult English as a Second Language
Program Standards

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The Maryland State Department of Education (MSDE) recognizes the commitment and dedication of the following individuals who assisted with the creation of the *Adult ESL Program Standards*. The standards in this document are the culmination of a ten-month project to develop guidelines for program self-evaluation and continuous improvement.

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Introduction

Mission Statement

The mission of English-as-a-second-language (ESL) programs for Limited English Proficient (LEP) adults in Maryland is to provide the skills learners need to successfully advance towards educational, vocational and personal goals that ultimately lead to their full participation in the diverse society of the United States.

Purpose and Use of Standards

The Maryland State Department of Education's *Adult ESL Program Standards* are not specific instructional standards, but rather overall guidelines for identifying and improving eight major components of quality adult ESL programs. These components are:

1. Program Structure, Administration and Planning
2. Curriculum
3. Instruction
4. Recruitment, Intake and Orientation
5. Retention and Transition
6. Assessment, Evaluation and Educational Gains
7. Staffing, Professional Development and Staff Evaluation
8. Support Services

The primary goal of the standards is to provide guidelines for continuous program improvement and accountability in adult ESL programs. The standards and sample measures in this document may be used in one or more of the following ways to assist programs in achieving these goals:

1. Identify important variables in a quality adult ESL program
2. Provide a framework for developing or expanding a program
3. Provide a tool for self-evaluation and targeted program improvement
4. Serve as a tool for advocacy and community support
5. Demonstrate accountability and quality to funding sources
6. Align program mission and goals with federal legislation

The MSDE *Adult ESL Quality Program Standards* were developed by a statewide group of adult ESL professionals, including ESL instructors, ESL coordinators, adult education administrators and ESL teacher trainers over the period of a year. The intensive, small group approach provided adult education ESL professionals with the opportunity to create practical and realistic guidelines applicable to the variety of programs throughout the state. Members of the group represented the diversity in the

state, from small rural programs to large metropolitan ones. The standards take into account that programs vary depending on the demographics and particular needs of learners in the community. For example, small rural programs may have multi-level classes with open entry/exit options while larger programs may offer over a hundred specialized classes at various levels and with specific enrollment periods.

The MSDE ESL Workgroup reviewed standards and research from a variety of sources and contributed to the creation of the national Teachers of English to Speakers of Other Languages, Inc. (TESOL) *Adult Education Program Standards*. The TESOL Standards document is an excellent supplement to the Maryland document and includes sample performance standards for each measure. For information about obtaining a copy of the TESOL document, see Appendix B.

Key Objectives

As the standards were being developed one overarching concern emerged for limited English proficient (LEP) adults whose learning and access to an educational program may be affected by a handicapping condition such as a learning disability, attention deficit disorder, post-traumatic stress syndrome, visual or auditory impairment or other physical impairments. These learners are subsequently referred to as special needs learners.

The MSDE *Adult ESL Program Standards,* therefore, made a concerted effort to ensure the needs of these learners are addressed in adult ESL programs. While these special needs may be more difficult to discern in LEP adults because of language and cultural barriers, it is nevertheless imperative that programs educate ESL learners about their rights under the law and provide appropriate accommodations. Therefore, the standards for each program component emphasize the special needs of ESL learners.

The following are key objectives for Adult ESL programs:

- Develop the learner's English literacy skills, including speaking, reading, writing and understanding the English language.

- Reflect the learner's goals while considering their roles as family members, community participants, workers and lifelong learners.

- Provide learners with the skills to apply English accurately and appropriately in a variety of home, community, workplace and academic settings.

- Use assessment activities to document the learner's progress toward advancement to other training programs, employment, post-secondary education, self-sufficiency, attainment of a secondary school diploma, and other goals.

- Integrate second language acquisition with relevant life experiences by emphasizing development of critical thinking, problem solving and other culturally-specific skills necessary for self-sufficiency.

- Provide a non-threatening learning environment that respects adult ESL learners and integrates their cultural backgrounds and experiences into the instructional process.

Key Operating Assumptions for Adult Education Instruction

While there are differences between Adult ESL and Adult Basic Education (ABE), some key operating assumptions for instruction are common to both. These assumptions are closely aligned with expectations in the Adult Education and Family Literacy Act (AEFLA, Title II, of the Workforce Investment Act of 1998). These quality components of adult education are specifically articulated in the MSDE *Adult ESL Program Standards*. In fact, this document contains detailed guidelines that will assist programs in meeting the accountability requirements of the AEFLA and also provides means for continuous program improvement. The assumptions are as follows:

- Instruction results in the achievement of federal and state performance measures.
- Instruction leads to demonstrated learning gains.
- Instructional staff is well trained in the discipline in which they are employed.
- Instructional staff uses instructional practices that research has proven effective in teaching individuals to read, write, compute and speak English effectively.
- Instructional activities effectively employ advances in technology, including the use of computers.
- Instructional activities provide learning in real life contexts to ensure the acquisition of skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship.
- Instructional activities provide learning opportunities for individuals most in need.
- Instructional activities accommodate the special and individual needs of learners.
- Instructional activities consider the cognitive, affective and psychomotor needs and strengths of learners.
- Instructional activities are linked to diagnostic and assessment findings.
- Instructional activities reflect workforce, community and societal priorities.

The Maryland State Department of Education is pleased to offer the *Maryland Adult ESL Program Standards* as model guidelines for adult ESL professionals as they strive for continuous program improvement and accountability in the new millennium.

Maryland Adult ESL Program Standards

I. PROGRAM STRUCTURE, ADMINISTRATION AND PLANNING

PROGRAM STRUCTURE

Standard I.A:

A. The ESL program (hereafter referred to as " the program") has a mission statement, a clearly articulated philosophy, and goals developed with appropriate input from internal and external stakeholders. Internal stakeholders may include administrators, instructional staff, support staff, program volunteers and learners. External stakeholders may include boards of directors or advisory groups, community and agency leaders, business leaders, employment and training agencies, other educational or service providers, state, federal and local legislators, support services and funding sources. A program advisory board may be established from among these stakeholders.

Sample Measures I.A:

- The program has a written mission statement, philosophy and goals on file.
- The program regularly convenes an advisory board that maintains meeting records and communication.
- The mission statement is available to the public and stakeholders on file and online.

Standard I.B:

B. The program has a system of governance that ensures accountability and effective administration of all program activities. The system of governance will vary according to whether the program is autonomous or affiliated with a larger institution or organization. (Example: The system of governance includes a board of directors or advisory group and a written organizational document such as by-laws.)

Sample Measures I.B:

- Appropriate officials such as the college president, superintendents and/or the county office sign the program's plan.
- Established governance procedures are on file.
- A fiscal/management plan is available on file.
- Mid-year and annual reports are submitted as required.
- Organizational flow charts are available on file.

Standard I.C:

C. The program has an administrative structure with personnel who have experience or awareness of the specific needs of adult ESL learners, including learners with special needs such as visual, auditory, physical, learning disabilities, Attention Deficit Disorder, and others.

Sample Measures I.C:

- Administrative personnel document participation in professional development workshops sponsored by pertinent professional organizations that address the specific needs of ESL learners (See Appendix H for listing and contact information of professional organizations in Maryland).
- Resumes and applications are on file for administrative staff.
- The program has agendas and other documentation to record pertinent staff-development activities.
- Each administrative staff member has a professional development plan on file (professional conferences, seminars, written goals, self-evaluation).

Standard I.D:

D. The program organizes its instructional offerings to be consistent with the program's mission and goals and with the goals and needs of learners in the community being served.

Sample Measures I.D:

- The program brochures list courses which are consistent with the program's mission statement
- Course offerings reflect results of learner needs assessment, pre- and post-test assessment results and evaluation.
- Course offerings are stated in the grant application and/or program plan.

Standard I.E:

E. The program has a curriculum, including learning goals, materials and resources for each type of instructional offering and exhibits the ability to accommodate learners with special needs.

Sample Measure I.E:

- Written curriculum is on file and reflects the needs of learners and accommodations for special needs learners.

Standard I.F:

F. The program has an accountability plan with a system for record keeping and reporting that is consistent with program policies and with legal and funding requirements, including legal requirements for accommodations for disabilities.

Sample Measures I.F:

- A uniform Management Information System (MIS) is in place.
- The program documents disability accommodations needed to provide appropriate instruction.

Standard I.G:

G. The program has comprehensive assessment and evaluation policies and procedures that link assessment to instruction as well as to learner goals and needs, including the assessment of special needs learners.

Sample Measures I.G:

- The program documents the link between assessment, evaluation and instruction, including the link to special needs learners.
- The program prints information about accommodation policy for assessment on registration brochures (See Appendix G for Resources for Accommodating the Special Needs Learner).

ADMINISTRATION

Standard I.H:

H. Depending on the constraints of program guidelines, size, resources and autonomy, the program fosters and maintains linkages and clear communication with internal and external stakeholders.

Sample Measures I.H:

- Brochures, fliers and/or fact sheets are disseminated to stakeholders in hard copy and/or online.

- The program documents the participation of staff in collaborative and cooperative activities with personnel from other agencies, offices, programs and workplaces.

Standard I.I:

I. The program provides facilities and resources appropriate for adult learners that meet Federal and State guidelines for accessibility.

Sample Measure I.I:

- The program documents compliance with state and federal guidelines for accessibility.

Standard I.J:

J. The program provides necessary trained support personnel and equipment for day-to-day operations and efficient record keeping, consistent with the financial resources and program organization.

Sample Measures I.J:

- A staffing plan is on file.
- Opportunities for staff development are provided for support personnel.
- Staff members are provided access to appropriate equipment necessary for program needs.

Standard I.K:

K. The program maintains a learner-instructor ratio conducive to meeting learners' needs and goals. Ratios reflect research on optimal learner-instructor levels.

Sample Measure I.K:

- The program plan and documentation reflect appropriate learner-instructor ratios based on applicable research.

Standard I.L:

L. The program provides flexible course schedules at convenient locations to meet varied learner and community needs.

Sample Measure I.L:

- Flexible course offerings are documented in the program fliers, brochures, fact sheets and internet sites.

Standard I.M:

M. The program has a procedure for ensuring confidentiality in communication with internal and external stakeholders.

Sample Measures I.M:

- The program has a written policy of confidentiality.
- A release of information form is available on file.

Standard I.N:

N. The program supports consistent employment conditions, compensation and benefits commensurate with those of other instructional or professional staff with comparable qualifications.

Sample Measure I.N:

- A pay schedule is on file.
- The program periodically reviews employment conditions, compensation and benefits within the program and with comparable programs.
- The program documents opportunities for additional compensation and/or professional advancement.

Standard I.O:

O. The program provides instructional staff with access to materials, resources and services to support classroom instruction. (e.g. books, workbooks, duplication services, computers)

Sample Measures I.O:

- The program documents the distribution of resource information to staff to support classroom instruction.
- Instructional staff is provided with teaching materials.
- Access to duplication services and/or computers is available commensurate with financial resources.

Standard I.P:

P. The program has sound financial management procedures to collect and maintain fiscal information, guide program budgeting, ensure continuity of funding and meet reporting requirements.

Sample Measures I.P:

- Accurate records of expenditures are maintained in a central location.
- The program adheres to fiscal reporting deadlines.

PLANNING

Standard I.Q:

Q. The program has an ongoing and participatory plan for programming and evaluation that considers community demographics, retention patterns, needs, resources, and economic, educational and technological trends.

Sample Measure I.Q:

- The program plan documents needs and trends within the community.

Standard I.R:

R. The program acquires and maintains technological resources to support and enhance program goals and learner needs.

Sample Measure I.R:

- The use of technology to achieve program and learner goals is documented if financial resources permit.

Standard I.S:

S. The program has a plan for outreach, marketing and public relations that fosters awareness and understanding of the program and its benefits to the community and the workplace. The plan encourages community participation in the program, including use of community resources, possible alternative funding and increased political support. ESL public relations and outreach materials are available in addition to general catalogues or materials when appropriate.

Sample Measures I.S:

- The program documents outreach activities to the community and workplace.
- The program documents evidence of formal and informal collaborative agreements with community and workplace organizations and resources.
- Outreach materials are displayed and/or distributed to appropriate target audiences.

II. CURRICULUM

Standard II.A:

A. The program has a process for developing curriculum that includes participation and input from learners, instructors, program administrators, stakeholders in the community, and experts on topics such as special needs learning and cross-cultural communication.

Sample Measures II.A:

- Written and/or oral needs assessment forms provide evidence that learner input is gathered and incorporated into the curriculum.
- The program maintains records, reports and minutes from its curriculum team.
- The program maintains a log of contacts with community stakeholders (i.e. community employers, social service organizations, ABE/GED programs, etc.) and a list of their recommendations for curriculum development.
- The contact log provides evidence that the program contacts and consults with a special needs expert for assistance in curriculum development.

Standard II.B:

B. The curriculum reflects the mission and philosophy of the program and is compatible with principles of language acquisition for adult learners of English.

Sample Measures II.B:

- The curriculum and the mission and philosophy of the program are compatible.
- The curriculum and mission and philosophy evidence an understanding of the principles of second language acquisition for adult learners of English.

Standard II.C:

C. The curriculum includes goals, objectives, outcomes, approaches, methods, activities, materials, technological resources, and evaluation measures that are appropriate for meeting learners' needs and goals as identified by needs assessment activities. The curriculum reflects learners' goals while considering their roles as family members, community participants, workers and/or lifelong learners.

Sample Measures II.C:

- The learners' needs assessment reflects the goals and objectives of the learners in their roles as family members, community participants, workers and lifelong learners.
- The written curriculum reflects the learners' goals and objectives as determined by the needs assessment and includes goals, objectives, approaches, methods, activities, materials, technological resources and evaluation measures that are appropriate for meeting these goals and objectives.
- The individual and class profiles reflect the strengths and needs of the learners and determine the approaches, methods, activities, materials, technological resources and evaluation methods used in the curriculum.

Standard II.D:

D. The curriculum specifies written learning objectives for each period of instruction stated in terms of progress within the class or program and/or measurable performance outcomes.

Sample Measures II.D:

- The written course syllabi state specific learning objectives and measurable performance outcomes within a specific class or program.
- The Literacy Works MIS, or other data collection tools, reflect measurable learner progress within and between course offerings as well as measurable performance outcomes.

Standard II.E:

E. The program supports innovation and growth through a formalized process of selecting, evaluating, revising, and adapting its curriculum, materials and resources. This process is responsive to the changing needs of the learners and external environment (e.g. workforce requirements, naturalization regulations) and elicits input from stakeholders. The process also includes evaluation of appropriateness of curriculum materials for learners with special needs. The program has an ongoing process for revision of curriculum in response to the changing needs and demands of the learners, community and public policy.

Sample Measures II.E:

- The records of a curriculum development team (logs, agendas, minutes, reports and revised curriculum) document that the program supports innovation and growth in curriculum, materials and resources.

- The records of the curriculum team show that the curriculum, materials and resources have been evaluated by a special needs expert and determined to be suitable for persons with special needs.
- The innovation and growth of the program is evident in the regularly updated list of the available resource materials.

Standard II.F:

F. Curriculum and instructional materials are easily accessible, up-to-date, adult-oriented, culturally sensitive and appropriate to the language and literacy proficiency levels of the learners. Instructional materials, suitable for persons with special needs, are available, including, where appropriate, materials in the first language. (e.g. large print, Braille, audio tapes and others.)

Sample Measures II.F:

- Agendas and reports from a curriculum development and instructional materials team ensure that materials are accessible, up-to-date, appropriate to adult learners, culturally sensitive and oriented to the needs of the learners.
- Instructional materials for person with special needs are available for the program including materials in the first language, Braille, Large print and audio tapes. (See Appendix G)

Standard II.G:

G. Curriculum materials and suggested activities address a variety of learning styles and strategies and incorporate learners' individual experiences, previous knowledge, and special learning needs.

Sample Measures II.G:

- Agendas and reports from material development/review team reflect evidence that appropriate instructional materials have been selected.
- Agendas and reports from a curriculum development team reflect the process of developing an appropriate curriculum addressing the variety of learning styles, backgrounds and special needs of the learners.

III. INSTRUCTION

Standard III.A:

A. Appropriate and varied instructional approaches and activities are identified for each group of learners, including learners with special needs, and are reflected in instructional activities. These may include:

1. Basic skills/grammar-based (focus on the basic structure of language, such as grammar and pronunciation)
2. Lifeskills or compentency-based (focus on specific basic language skills in areas needed to function in everyday life or at work.)
3. Whole language (integrated approach using listening, speaking, reading and writing in thematic contexts often introduced through learner-generated materials)
4. Participatory (focus on developing literacy for personal empowerment, community involvement and social change)
5. Content-based (focus on developing language to support learner success in specific contexts, such as citizenship or vocational training)

Sample Measures III.A:

- Evidence that appropriate and varied instructional approaches and activities are chosen to meet the needs of the learners can be found in lesson plans, course syllabi, activity files, records of teacher and peer observations and teacher self-reflection journals. (See Appendix F for sample teacher self-reflection journal.)

Standard III.B:

B. Instructional activities encourage all types of learners in taking an active role in the learning process.

Sample Measure III.B:

- Instructional activities that promote active participation for all types of learners are reflected in lesson plans, learner evaluations, teacher self-reflection journals and records of peer and teacher observation.

Standard: III.C

C. Instructional activities focus on the acquisition of communication skills necessary for students to function as individuals, family members, community participants, workers and lifelong learners. Learner-selected goals (e.g. ABE, GED preparation, post-secondary education programs and vocational training) determine additional content.

Sample Measure III.C:

- Learner goals are reflected in learner needs assessment and focus groups.
- Lesson plans, records of teacher and peer observation, teacher self-reflection journal, individual learning contracts, and learner self-assessments provide evidence of instructional activities relevant to meeting learner goals.

Standard III.D:

D. Instructional activities integrate the four language skills of listening, speaking, reading and writing.

Sample Measure III.D:

- Documentation of the integration of the four language skills of listening, speaking, reading and writing into instructional activities can be found in lesson plans, records of teacher and peer observations and teacher self-reflection journals.

Standard III.E:

E. Instructional activities are varied to address the different learning styles (e.g. aural, oral, visual, kinesthetic) of the learners.

Sample Measure III.E:

- Lesson plans, records of teacher and peer observations, and teacher self-reflection journals provide evidence that instructional activities are varied to address the different learning styles of the learners.

Standard III.F:

F. Instructional activities incorporate grouping strategies and interactive tasks that facilitate the development of authentic communication skills (e.g. negotiating and clarifying meaning). Techniques that facilitate these tasks include cooperative learning, information gap, role-play, simulations, problem solving and other instructional techniques.

Sample Measure III.F:

- Evidence that instructional activities include grouping strategies (e.g. pair work, group work) and interactive tasks that develop of real-life communication skills can be found in lesson plans, records of teacher and peer observations and teacher self-reflection journals.

Standard III.G:

G. Instructional activities accommodate the needs of multi-level groups of learners and are sensitive to the cultural differences of the learners.

Sample Measure III.G:

- Lesson plans, records of teacher and peer observation, and teacher self-reflection journals provide evidence of instructional activities that accommodate the needs of multi-level groups of learners and are sensitive to the cultural differences of the learners.

Standard III.H:

H. Instructional activities focus on culturally-appropriate behaviors needed for development of critical thinking skills, problem solving skills, team participation and study skills in a variety of situations.

Sample Measure III.H:

- The use of learning strategies is evident in lesson plans, records of teacher and peer observations and teacher self-reflection journals.

Standard III.I:

I. Instructional activities provide opportunities for learners to use authentic materials as resources both inside and outside the classroom (e.g. newspapers, telephone books, school notices, library resources, community agencies, work sites, television and the Internet.)

Sample Measure III.I:

- The use of authentic resources is documented in lesson plans, records of teacher and peer observations and teacher self-reflection journals.

Standard III.J:

J. Instructional activities provide learners with the opportunity to develop an awareness of and competency in the use of appropriate technologies to meet lesson objectives.

Sample Measure III.J:

- Lab sign-in logs, lab schedules, records of the number of instructional hours and learners using the lab, document the use of technology. Lesson plans reflect integration of technology into instruction. An inventory of technologies that support instruction is available.

Standard III.K:

K. Instructional activities integrate language and culture so learners can understand and function within the diverse culture of the United States.

Sample Measure III.K:

- Course syllabi, textbooks, written lesson plans, and classroom observations document the integration of language and culture in instructional activities.

IV. RECRUITMENT, INTAKE AND ORIENTATION

Standard IV.A:

A. The program has effective procedures for identifying and recruiting adult ESL learners.

Sample Measure IV.A:

- Collected demographic data, local business/employee needs, public school registration information, and information from current adult education registration and attendance records provide evidence that the program appropriately identifies ESL learners.

Standard IV.B:

B. The program uses a variety of recruitment strategies (e.g. personal contacts, peer student referrals, print and broadcast media, outreach to community groups, networking with various institutions, advertising through and participation in community events and use of technological sources such as web sites and online discussion lists).

Sample Measures IV.B:

- The program documents the number of learners who entered the program as a result of target recruitment strategies such as fliers, letters, brochures, presentations and multi-media advertising materials.

Standard IV.C

C. Culturally and linguistically appropriate recruitment and program information, materials and services reach the targeted populations in multiple languages. Recruitment materials indicate that populations with special needs will be accommodated. Generic recruitment materials suitable for persons with special needs are available (e.g. larger print, Braille and audio tapes).

Sample Measures IV.C:

- The program documents the development and distribution of recruitment, registration and orientation materials in multiple languages.

- The program documents the development and distribution of recruitment, registration and orientation materials for special needs learners (i.e. Braille, large print, audio tapes).

Standard IV.D:

D. The program evaluates the effectiveness of its recruitment efforts and makes changes as needed.

Sample Measure IV.D:

- The program collects and evaluates recruitment and registration data in order to make changes in the program as needed.

Standard IV.E:

E. The program has an orientation and intake process that provides appropriate assessment of the learners' needs, goals and language proficiency levels and which provides the learner information about the program, including information for special needs learners regarding their rights to accommodations. A statement of the legal rights to accommodations is available in multiple languages from the central resource center. (See Appendix G for resources for accommodating special needs learners)

Sample Measures IV.E:

- The program documents use of an orientation and intake process by using learner needs assessment forms, registration schedules, test materials and test results.
- The program documents that information is provided to learners concerning the overall program and provides the special needs learners with information concerning their legal rights to accommodation.

Standard IV.F:

F. The program has a procedure for accommodating learners waiting to enter the program.

Sample Measures IV.F:

- The program documents that a waiting list and a policy for maintaining the waiting list are in place when necessary.

V. RETENTION AND TRANSITION

Standard V.A:

A. The program supports retention through an enrollment policy that reflects program goals, requirements of funding sources and demands on adult learners (e.g. open entry/open exit, flexible transfer and short-term courses.)

Sample Measures V.A:

- The program documents learner retention by maintaining files which contain information promoting regular attendance through learner contracts and follow-up contact logs (phone calls, cards, letters).
- The program documents learner retention and transition through use of Literacy Works MIS.

Standard V.B:

B. The program encourages learners to participate consistently and with adequate duration in order to reach their identified goals. This may be accomplished by adjusting the scheduling or location of classes and providing appropriate support services.

Sample Measures V.B:

- The program encourages learner participation by using learner contracts.
- The program promotes learner participation by scheduling a variety of classes to meet the varied schedules of the learners.
- To promote participation, the program documents referrals given to learners for support services, such as transportation, medical care and child care.

Standard V.C:

C. The program has a process for gathering input from instructors and learners regarding learner retention patterns that is taken into account during planning.

Sample Measures V.C:

- The program documents learner retention patterns using end-of-semester instructor reports and learner evaluations.
- The program documents changes in scheduling to promote learner retention according to data collected.

Standard V.D:

D. The program improves retention by providing learners with appropriate support for transition to the workplace, ABE programs, GED preparation programs or credit courses.

Sample Measures V.D:

- The program provides evidence for improving retention through lesson plans appropriate for providing learners with support for transition to the workplace, ABE programs, GED programs or credit courses.
- The program provides evidence of attempts to improve retention by the provision of ABE/GED Fact sheets to instructors and learners regarding transition to ABE and GED programs.
- The program provides evidence of attempts to improve retention by providing local college information to the instructors and learners to support transition to credit courses.
- The program provides opportunities for learners to take the GED practice test or another assessment to support transition to GED programs.
- The program informs learners with high school diplomas from their home country about the process of continuation to higher education without a U.S. diploma.

Standard V.E:

E. The program improves retention by accommodating the special needs of learners as fully as possible. (e.g. case management, counselors, native language support and learning accommodations.)

Sample Measure V.E:

- The program provides evidence of improving retention of special needs learners through lesson plans, materials and learner evaluations.

VI. ASSESSMENT, EVALUATION AND EDUCATIONAL GAINS

ASSESSMENT POLICY

Standard VI.A:

A. The program has a comprehensive assessment policy that reflects the mission and goals of the program, mandates of the funding sources, needs of the learners and other stakeholders, and instructional objectives and activities.

Sample Measure VI.A:

- Written rationale for the selection of specific assessment instruments is available.

Standard VI.B:

B. The assessment policy is based on principles of adult learning, second language acquisition, language learning pedagogy, literacy development for adults and legal requirements for accommodation.

Sample Measures VI.B:

- A description of the assessment instrument selected is available and includes information on reliability and validity.
- Training packets for the assessment instrument are available.

Standard VI.C:

C. The program has a process for assessing learners' skills and goals for placement into the program, documentation of progress within the program and exit from the program. This includes appropriate assessment of learners with special needs or those suspected of having special needs.

Sample Measures VI.C:

- A written process for assessment is available.
- A record of pre- and post-test scores is available.
- The learners' portfolios contain learners' needs and surveys in addition to results of standardized assessment.

Standard VI.D:

D. Assessment policies and procedures are developed with input from internal and external stakeholders.

Sample Measure VI.D:

- Minutes or logs of meeting with stakeholders are documented and on file.

Standard VI.E:

E. Assessment activities are ongoing and regularly scheduled, providing information about educational gains and learner outcomes. Recommendations about further assessment for special needs learners or adjustments in instructional activities are included.

Sample Measure VI.E:

- A program calendar includes scheduled training and assessment dates.

Standard VI.F:

F. The program has a system for collecting and reporting educational gains and outcomes in clear language to all stakeholders.

Sample Measures VI.F:

- Summaries of assessment data are made available to stakeholders.
- Learners' portfolios may include photocopies from journals, assessment data, self-evaluations, goals and surveys, feedback to and from employers and instructors. Portfolios are accessible to stakeholders within confidentiality limits.
- Data is reported in clear and precise language to all stakeholders without violating standards of confidentiality.

TYPES OF ASSESSMENT

Standard VI.G:

G. The program uses a variety of appropriate assessments, including authentic and performance-based assessments, consistent and appropriate to the skills being learned and to the needs of special needs learners.

Sample Measure VI.G:

- The program documents the use of appropriate assessment instruments, including authentic and performance based assessments, consistent and appropriate to the skills being learned and to the needs of special needs learners.

Standard VI.H:

H. The program assesses the language proficiency level of the learner in the areas of listening, speaking, reading and writing as appropriate, taking into account a learner's disability in any of these areas. The assessments may also identify the learners' literacy skills and any learning disabilities in their primary language when feasible.

Sample Measures VI.H:

- The program uses appropriate standardized assessments that measure specific skills such as BEST and CASAS.
- The program keeps accurate records of assessment data.
- Interviews are conducted with the learner to assess the language proficiency level of the learner and possible identification of the learner's disability in any of the areas (listening, speaking, reading and writing).
- The program documents the learner's language proficiency level in the areas of listening, speaking, reading and/or writing; it also identifies any possibilities of disabilities.

Standard VI.I:

I. The program uses standardized assessment instruments that are reliable and valid.

Sample Measures VI.I:

- The program documents use of state-mandated assessment instruments (BEST or CASAS).
- The manuals of optional assessment instruments document their validity and reliability.

Standard VI.J:

J. Learners assess their own attainment of skills through regular formal and informal instruments of self-evaluation (e.g. written questionnaires, checklists). (See Appendix D for an example of learner self-evaluation tool and Appendix E for sample Learner checklist).

Sample Measures VI.J:

- The learner is provided the opportunity to informally and formally self-evaluate his/her attainment of skills.
- The learner can provide samples of work and/or a needs assessment questionnaire, which are included in the learner's portfolio.
- The learner is provided with an opportunity to keep a journal that reflects his/her learning progress.
- The learner is provided with an opportunity to maintain a log showing skill attainment or progress.
- The learner is provided with an opportunity to keep a checklist of skills attained.

Standard VI.K:

K. Where appropriate, assessment activities document progress in non-linguistic areas, such as goal setting and fulfillment of Maryland State Department of Education's Skills for Success competencies (e.g. teamwork, self-esteem, initiative).

Sample Measures VI.K:

- The program uses checklists, logs, videotapes and journals to assess learner progress in non-linguistic areas.
- The program uses an evaluation form to document progress in non-linguistic areas of role-playing activities.

USES OF ASSESSMENT

Standard VI.L:

L. The information obtained through student needs assessment is used to aid administrators, instructors and tutors in developing materials, curricula, skills assessments and teaching approaches that are relevant to the learners' lives.

Sample Measures VI.L:

- Individual learner records (i.e. needs assessment information, language proficiency scores and interest surveys) are used to construct a class profile that the teacher can employ in developing materials and plans for instruction.
- Program design, lesson plans and tests demonstrate that the needs and goals of learners are being addressed.

Standard VI.M:

M. Assessment results are clearly explained and shared with learners, to the extent permitted by testing guidelines, in order to help learners progress.

Sample Measure VI.M:

- The program has regularly scheduled intake, post-test and other progress interviews for the purpose of keeping learners informed of their progress.

Standard VI.N:

N. Assessment activities document learners' progress toward advancement to other training programs, employment, post-secondary education or attainment of other learner goals.

Sample Measures VI.N:

- The program utilizes intake, post-test and other progress interviews to provide information about learners' goals and their progress in reaching them.
- The program maintains evidence of goal attainment through logs, journals, checklists and learners' portfolios. (See Appendix D for a sample learner checklist.)
- Telephone logs and written reports of follow-up interviews provide information about learners' attainment of goals.

VII. STAFFING/PROFESSIONAL DEVELOPMENT/STAFF EVALUATION

STAFF QUALIFICATIONS

Standard VII.A:

A. The program recruits and hires qualified instructors that reflect the cultural diversity of the community of learners in the program.

Sample Measures VII.A:

- The program retains files including resumes and/or applications of instructors that include a summary of education and experience that reflects training in adult second language learning theory and practice.
- The program provides evidence of training for the instructional staff in cultural sensitivity, cross-cultural communication and adult learning theory.
- The program provides evidence of a culturally diverse staff.

Standard VII.B:

B. The program provides all paid and volunteer instructional staff with written job descriptions and personnel information, including access to a grievance procedure.

Sample Measures VII.B:

- The program maintains written job descriptions for all positions.
- The program has an orientation and training procedure in place to inform and train all new staff.
- Written grievance procedures are in place and communicated to the staff.

Standard VII.C:

C. The instructional, administrative and support staff has appropriate training in the theory and methodology of teaching ESL consistent with the philosophy and goals of the program.

Sample Measures VII.C:

- Resumes and applications are on file for each member of the instructional staff.
- The program has agendas and other documentation on file to record in-service staff development activities.
- Each staff member has a professional development plan on file that documents written goals, self-evaluation and participation in professional conferences.

Standard VII.D:

D. The program has a process for orienting new instructional, administrative and support staff to the program.

Sample Measures VII.D:

- The program has written documentation of staff attendance at all orientation meetings with agendas on file.
- Written procedures for orienting administrative and instructional staff are in evidence in a program handbook or other appropriate resource.

PROFESSIONAL DEVELOPMENT

Standard VII.E:

E. The program has a professional development plan developed with stakeholder input to enable staff to meet the needs of the program and learners, including learners with special needs. The program allocates resources to implement the plan.

Sample Measures VII.E:

- Written professional development plans are based on the teachers' professional goals, learner focus groups, learner satisfaction surveys or an analysis of learner progress.
- The program maintains current individual professional development plans prepared by each staff member.

Standard VII.F:

F. The program provides opportunities for instructional staff to expand knowledge of current trends, best practices and research in the field of adult literacy and second language acquisition through participation in national, state, and local conferences, workshops, seminars and access to state resource centers. The program has a process for orienting ESL faculty and staff to the needs of special needs learners and to their legal rights for accommodations.

Sample Measures VII.F:

- Local program newsletters and other correspondence are disseminated on a regular basis to instructional staff and include announcements of professional development activities, conferences and workshops.

- Instructional staff is encouraged to participate in professional development activities such as specialized workshops and professional organizations such as Teachers of English to Speakers of Other Languages, Inc. (TESOL), Maryland TESOL, Washington Area TESOL, and Maryland Association for Adult, Community, Continuing Education (MAACCE). (See Appendix H for contact information)
- Program fiscal records document the provision of financial support for attendance at professional development events.

Standard VII.G:

G. The program provides opportunities for administrators and program evaluators to become knowledgeable about effective teaching strategies in adult ESL and current trends in the field of adult ESL.

Sample Measures VII.G:

- The program documents the results of needs assessments of administrators and evaluators regarding professional development.
- The program documents circulation of information to administrators and evaluators regarding professional development opportunities.
- The program documents training and staff development activities participated in by each administrator and evaluator.

Standard VII.H:

H. Professional development activities are varied, based on needs of the staff, and provide opportunities for practice and consistent follow-up. Examples of activities include workshops, TESOL and affiliate conventions, intensive training sessions, credit for graduate coursework, mentoring, peer coaching, distance learning activities and action research.

I.

Sample Measures VII.H:

- Program documents show the relationship between staff needs assessments, personal professional development plans, professional development offerings and participation in professional development activities.
- Classroom observations and staff evaluations document the implementation of skills obtained through professional development activities.

Standard VII.I:

I. Professional development activities are responsive to developments in the field of ESL and adult learning research and external influences, such as legislation, which affect ESL instruction.

Sample Measure VII.I:

- The program maintains agendas, program notes and/or proceedings from professional development activities participated in by staff.

Standard VII.J:

J. The program maintains an up-to-date resource library of materials on teaching methods and appropriate instructional materials for each level or provides reasonable access to these resources. (See Appendix I for resources.)

Sample Measures VII.J:

- The program documents circulation and/or posting of information regarding both internal and external resource collections.
- The program documents use of in-house resource materials by instructional staff.

Standard VII.K:

K. As needed, the program includes in its professional development activities training on providing multi-level instruction.

Sample Measures VII.K:

- The program documents circulation and/or posting of information regarding professional development opportunities pertaining to multi-level instruction.
- The program maintains agendas, program notes and/or proceedings from professional development activities participated in by staff.
- Classroom observations and staff evaluations document the implementation of skills obtained through professional development activities related to multi-level classrooms.

Standard VII.L:

L. The program provides access to training in the use and interpretation of assessment results.

Sample Measures VII.L:

- The program documents circulation and/or posting of information regarding professional development opportunities related to assessment.
- The program documents staff attendance at training related to assessment and assessment results.

- Classroom and program observations document the implementation of training related to assessment and the interpretation of assessment results.

Standard VII.M:

M. The program encourages faculty and staff to join professional ESL and adult education organizations and supports staff participation in professional development activities of the organizations.

Sample Measures VII.M:

- The program documents circulation and/or posting of information regarding professional organizations such as Maryland TESOL, WATESOL, TESOL and MAACCE.
- The program documents professional memberships and subscriptions held by staff members.
- Program fiscal records provide evidence of support for professional memberships and subscriptions.

Standard VII.N:

N. The program encourages adult ESL instructors and administrators to collaborate with instructional personnel in other content areas and with support service providers and workplace personnel, including university-level and other post-secondary ESL programs.

Sample Measure VII.N:

- The program documents the participation of staff members in collaborative and cooperative activities with personnel from other agencies, offices, programs, workplaces and institutions.

Standard VII.O:

O. The program has a process for recognizing the participation of staff in professional development activities and for supporting further professional development.

Sample Measures VII.O:

- The program documents training and staff development activities participated in by each staff member.
- The program documents attainment of individual professional development goals by staff members.

- The program documents attendance at orientation, training and staff development activities, and participation in special workgroups or projects by administrators, evaluators, and instructional and non-instructional staff members.
- The program recognizes and celebrates attainment of personal professional development, academic, training and other goals by staff members through a local newsletter, announcements or special events.

STAFF EVALUATION

Standard VII.P:

P. The program has a process for the regular evaluation of staff performance that is consistent with program philosophy.

Sample Measures VII.P:

- The program provides evidence that evaluation criteria are disseminated to staff members.
- The program maintains evaluation records on staff members.

Standard VII.Q:

Q. The program provides learners the opportunity to evaluate instructional staff. The tools are user-friendly and allow differing learner proficiency levels, backgrounds, cultural norms and special needs.

Sample Measures VII.Q:

- The program documents opportunities for learners to evaluate program staff.
- The program maintains records of learner evaluations of instructional staff.
- The program maintains multiple forms of learner evaluations for use by various learner groups.
- The program provides opportunities for all staff members to develop performance improvement plans.

VIII. SUPPORT SERVICES

Standard VIII.A:

A. The program provides access to a variety of services, directly or through referrals to cooperating agencies: child care, transportation, health services, employment counseling, educational counseling, legal advice, personal and family counseling, assessment of learning disabilities and other handicapping conditions, and translators and interpreters.

Sample Measures VIII.A:

- The program provides a brochure with a list of agencies, services and contact persons that learners can access.
- Classes are planned in areas accessible to public transportation.
- Classes are planned in locations where other services such as counseling, babysitting and health services are available.
- The program actively establishes contact with service providers in the area of learning disabilities and other handicapping conditions.
- The program has an active list of experts for referrals and teacher consultation. These would include interpreters, counselors, experts on behavioral difficulties, speech and hearing and learning disabilities.
- Phone logs evidence numbers of learners contacted or referred to other programs and support services.
- The program schedules visits from local experts to talk to learners and staff.
- The program schedules visits by learners to agencies, support services and other resource locations.

Standard VIII.B:

B. The program develops linkages with cooperating agencies to ensure that referrals to support services result in meeting learner needs, including learners with disabilities.

Sample Measures VIII.B:

- Administrators or their representatives are actively serving on boards or in workgroups with members of other cooperating social agencies.
- Program administrators establish personal contacts with personnel in cooperating agencies to facilitate referrals and support of learners.

Appendix A
Glossary

Action Research: Also called practitioner inquiry, action research is a process in which instructors engage in reflection and systematic examination of their practices and investigate implications of these practices to learning.

BEST: The Basic English Skills Test (BEST) is a formalized assessment tool developed by the Center for Applied Linguistics which measures English literacy (reading and writing) skills and listening and speaking skills. The test of oral skills must be administered individually by a trained assessor. The Oral Interview Short Form takes 5 - 10 minutes to administer and score for each student.

CASAS The Comprehensive Adult Student Assessment System (CASAS) of California includes competencies, training manuals, and assessment tools for ABE and ESL programs. The CASAS ESL Appraisal is a placement tool that tests reading and listening skills and can be administered to groups.

Culturally Sensitive: Material or instruction reflects an awareness of and respect for cultural differences in the classroom.

Information Gap: A communicative language activity that involves learners working in pairs or small groups to obtain missing information that another learners possess.

Learner-Instructor Ratio: The Maryland State Department of Education recommends a maximum of six to eight learners in an ESL literacy class and twelve to fifteen in beginning, intermediate, or advanced ESL classes.

Literacy Works MIS: The Literacy Works Management Information System (MIS) is a data collection system consisting of equipment, software, processes and methods to collect information about learner and program characteristics and outcomes. The data is compiled into statistical reports and disseminated to federal, state and local agencies, and

organizations. The MIS is an outgrowth of the 1988 Literacy Works Plan that initiated statewide action to eliminate illiteracy in Maryland and now provides an accountability system for adult education and literacy programs.

Portfolio: A purposeful collection of learner-generated and selected work which illustrates effort, progress, or achievement in a specific area or of a specific skill.

Self-Reflection Journal: A notebook in which instructors can record their classroom activities as well as their insights and concerns about the learning process, environment, and their own practices.

Simulations: A communicative teaching activity in which learners are given a hypothetical situation to act out in order to accomplish a task, thereby practicing language skills.

Skills for Success: Skills identified by the Maryland State Department of Education's High School Assessment Task Force and the Maryland Business Roundtable for Education as essential for success in post-secondary education and the workplace. Skills for Success include learning, thinking, communication, technology, and interpersonal skills that members of the workforce will need in the 21st century.

Special Needs: A handicapping condition such as a learning disability, attention deficit disorder, post-traumatic stress syndrome, visual or auditory impairment, or other physical impairment which creates an obstacle to learning.

Appendix B
Resource Documents

The following standards were used as models for the development of Maryland's Adult ESL Program Standards. Contact information is provided when available. The primary source for Maryland's Adult ESL Program Standards was the TESOL Adult Program Standards, listed below.

English as a Second Language Quality Indicators for Adult Education Programs, California Department of Education, Sacramento, (1994). California State Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, California 95812-0271

English Language Training Program Self-Review: A Tool for Program-Improvement (1998). English Language Training Project, The Spring Institute for International Studies. 1610 Emerson Street, Denver, Colorado, 80218.

Equipped for the Future Content Framework and Standards, National Institute for Literacy. 800 Connecticut Avenue, NW, Suite 200, Washington, D.C. 20006-2401, Telephone: (202) 233-2025. www.nifl.gov/lincs/collections/eff/eff.html

Framework and Quality Standards for Adult Literacy Education in Ontario, Literacy Ontario, Ontario Training and Adjustment Board, 625 Church St. 3rd Floor, Toronto, ON M4Y 2E8, Telephone: (416) 326-5482

Model Indicators of Program Quality for Adult Education Programs, U.S. Department of Education, Division of Adult Education and Literacy Clearinghouse, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-7240, Telephone: (202) 205-9996

Indicators of Program Quality: An ESL Programming Perspective, Program and Provider Perspectives on Developing Indicators of Program Quality for Adult Education Programs, Pelavin Associates, Inc. for the Office of Vocational and Adult Education, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-7240 (202) 205-9996

TESOL's Adult Education Program Standards, at press
Available through TESOL Publications, PO Box 753, Waldorf, Maryland 20604-0753, Telephone: (888) 891-0041

Appendix C
Selected References

The following documents have been selected on the basis of their usefulness for program development. They are arranged according to the Standard to which they pertain. Programs can obtain most of these resources without charge; the $ symbol denotes materials that are available for purchase.

PROGRAM STRUCTURE, ADMINISTRATION AND PLANNING

English as a Second Language: Implementing Effective Adult Education Programs, California Department of Education, (1993) **$** California State Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, California 95812-0271. This document begins with a good summary of the factors that affect adult ESL learning: language acquisition and affective issues. It is written with administrators as the intended audience and offers guidance in staffing, delivering instruction, and evaluating adult ESL programs. It contains checklists for community outreach, marketing strategies, and program evaluation.

Adult English as a Second Language Programs: An Overview of Policies, Participants and Practices, (1996) U.S. Department of Education, Office of Planning and Policy. This overview of adult ESL needs and programs across the U.S. is helpful in providing a context for program planning. Literature reviews are the primary source of information.

Fitzgerald, N. (1995) *ESL Instruction in Adult Education: Findings from a National Evaluation*. ERIC Digest. National Clearinghouse for ESL Literacy Education: Washington, DC. www.cal.org/ncle/DIGESTS/FITZGERA.HTM. This digest draws from the National Evaluation of Adult Education Programs to define ESL instruction and profile learners in the context of adult education. It includes interesting research on factors affecting learner persistence.

Cumming, A. (1992) *Access to Literacy for Language Minority Adults*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 www.cal.org/ncle/digests/. This digest outlines barriers to program participation and provides recruitment, curriculum, and instructional suggestions for overcoming them.

Weddel, K.S. & Van Duzer, C. (1997) *Needs Assessment for Adult ESL Learners*. ERIC Digest. Washington, D.C.: National Clearinghouse for ESL Literacy Education. www.cal.org/ncle/digests/Needas.htm This digest defines and describes needs assessment methods as they pertain to developing programs and delivering instruction.

CURRICULUM

Massachusetts Curriculum Framework: Framework for Adult ESOL, Draft (1998) Massachusetts Department of Education, 350 Main Street, Malden, Massachusetts 02148-5023. The curriculum framework developed in Massachusetts places language proficiency into five categories: oral and written communication, intercultural knowledge and skills, navigating systems, developing strategies and resources for learning, and language structure and mechanics. Each strand is applied to specific standards, though they are not organized by levels or grades. This model is a good resource for the development of curriculum. The document contains a useful section about dealing with intercultural issues.

Canadian Language Benchmarks, (1996) $ Canadian Language Benchmarks Project, Integration Service Line, Citizenship and Immigration Canada, Journal Tower North, 300 Slater Street, Ottowa, K1A 1L1. This document is comprised of two sets of benchmarks: one for adult ESL learners and one for adult ESL literacy learners. The benchmarks are used to measure English proficiency levels. It also includes sample tasks appropriate at each stage.

Arizona Adult Education Standards for Speakers of Other Languages, Arizona State Department of Education, (1999) 1535 West Jefferson Street, Phoenix, Arizona 85007. www.ade.state.az.us/programs/assistance/Adult-Ed/standardsproj/esolind.htm. Arizona has developed content standards that incorporate language functions and supporting grammar structures into four proficiency levels. Each level is structured around indicators in the skill areas of reading, writing, speaking, and listening.

INSTRUCTION

Grognet, A. G. (1997) *Integrating Employment Skills into Adult ESL Instruction*, ERIC Project in Adult Immigrant Education. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. The Workforce Investment Act places increased emphasis on workforce education; this short article is helpful in incorporating SCANS into ESL instruction.

Nixon, T. & Keenan, F. (1997) *Citizenship Preparation for Adult ESL Learners*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 www.cal.org/ncle/digests/citizens.htm. This digest suggests both approaches and activities incorporating citizenship material.

Rabideau, D. (1993) *Integrating Reading and Writing into Adult ESL Instruction*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/digests/. This digest asserts that reading and writing are as important as oral skills in communicative ESL and provides several teaching activities to incorporate the skills in lessons.

Bello, T. (1997) *Improving ESL Learners' Writing Skills*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.ca .org/ncle/digests/. This digest outlines free writing, process writing, and language experience approach and lists a variety of life skills and academic writing activities.

Van Duzer, C. (1997) *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/digest/LISTENQA.HTM. This digest is an excellent introduction to teaching listening skills both in life skills and workplace skills contexts.

Florez, M. C. (1999) *Improving Adult English Language Learners' Speaking Skills*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/digests/Speak.htm. This digest is a resource for planning varied, structured speaking activities.

Gaer, S. (1998) *Using Software in the Adult ESL Classroom* ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 www.cal.org/ncle/digests/SwareQA.htm. This digest answers frequently asked questions about available instructional software and how to add computer instruction to the ESL classroom.

Recruitment, Intake and Orientation

Intake and Placement, Colorado Certificate of Accomplishment English as a Second Language. Colorado State Department of Education. 201 East Colfax Avenue, Denver, Colorado, 17404. While much of this document is specific to the Colorado certification process, the intake and placement section provides effective models for needs assessment forms which are suitable for beginning level ESL learners.

Retention and Transition

Brod, Shirley *Outreach and Retention in Adult ESL Literacy Programs*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/digests/BROD.HTM. This digest is an overview of all aspects of retention. It is a good initial resource for improving program retention.

Assessment, Evaluation, and Educational Gains

Burt, M & Keenan, F. *Adult ESL Learner Assessment: Purposes and Tools*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/DIGESTS/KEENAN.HTM. This digest identifies and contrasts commercial and alternative assessment tools.

Wrigley, H. S. (1992). *Learner Assessment in Adult ESL Literacy*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/Digests/AsessQA.htm. Similar to the prior document, this digest addresses both standardized and alternative assessment, with a comprehensive list of alternative approaches.

STAFFING, PROFESSIONAL DEVELOPMENT AND STAFF EVALUATION

Instructor Competencies and Performance Indicators for the Improvement of Adult Education, (1999), Building Professional Development Partnerships for Adult Educators Project, United States Department of Education, Division of Adult Education and Literacy. www.air.org/nrs/reports/Instructor%20competencies%20and%20indicators%20(C.PDF. This publication is an extension of states' development of instructional standards that is to be used as a national model for measuring staff performance. For local use, it is a tool for selecting qualified staff, evaluating current staff, and designing professional development activities.

Ash, T. (1993) **$** *Reflective Teaching: What Am I Doing? Why Am I Doing It This Way? Instructional Series No. 11.* Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada. This booklet is written to assist educators in the use of reflection to investigate and improve their practices. It helps teachers plan a self-guided examination of their own teaching practices.

Burt, M. & Keenan, F. (1998) *Trends in Staff Development for Adult ESL Instructors.* ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 www.cal.org/ncle/digests/TrendQA.htm. This digest provides an overview of staff development initiatives in different states, discussion of obstacles to quality staff development activities, and a review of the use of technology in staff development.

Kutner, M. (1992) *Staff Development for ABE and ESL Teachers and Volunteers*. ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/digests/ . This digest contains a comprehensive survey of staff development activities. It includes an important discussion of how program administrators can ensure buy-in from the staff for activities.

Drennon, C. (1994) *Adult Literacy Practitioners as Researchers.* ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. <www.cal.org/ncle/DIGESTS/DRENNON.HTM. This digest focuses on staff development through action research (also called practitioner inquiry).

Arnade, C.W. (1997) *Using Volunteers as Aides in the Adult ESL Classroom.* ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. www.cal.org/ncle/digests/Voluntr.htm. This document contains tips on managing volunteers,

including recruitment and screening, training and placement, and retention and recognition.

SUPPORT SERVICES/SPECIAL NEEDS

Shelton, Leslie (1994) **$** *Beyond Support Groups: A Handbook of Learner Support and Leadership Activities.* Project Read, 840 W. Orange Avenue, South San Francisco, CA 94080. Telephone: (415) 877-5329. This handbook is a guide to developing support activities, following a "dinner buffet" approach to offering varied support services.

Liontos, L. (1991) *Building Relationships Between Schools and Social Services.* ERIC Digest No. 66. ERIC Clearinghouse on Educational Management, Eugene, Oregon. http://www.ed.gov/databases/ERIC_Digests/ed339111.html. Though its intended audience is the K-12 school system, this digest provides tips, in a question-answer format, for collaboration with social service agencies.

Bellm, D. *Child Care Resources and Referral Agencies.* ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Illinois. http://www.ed.gov/databases/ERIC_Digests/ed338444.html. This digest explains the services of a child care network called Child Care Resource & Referral Organizations.

The Adult ESL Literacy Student and Learning Disabilities (1996) National Adult Literacy and Learning Disabilities Center. Telephone: (800-953-ALLD). http://novel.nifl.gov/nalld/ESLLD7.HTM. This document contains multi-sensory teaching techniques as well as contact information for organizations serving people with learning disabilities.

Allender, S.C. *Adult ESL Learners with Special Needs: Learning from the Australian Perspective.* ERIC Digest. Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. This document provides an overview of the Australian initiative to develop policies, programs, and curriculum that meets the needs of language learners with limited first language literacy and formal education.

Root, C. (1994) *A Guide to Learning Disabilities for the ESL Classroom Practitioner.* TESL-Electronic Journal, Vol. 1 No. 1. www.ldonline.org/ld_indepth/bilingual_ld/esl_ld.html. This article provides an extensive list of classroom behaviors that may indicate a learning difficulty with a list of corresponding instructional adaptations.

Appendix D
Sample Learner Self-Evaluation Tool
Writing

Student _____ Date _____
Home language _____ Other languages _____

Think about how you use language every day. Think about how you use your home language now and in the past. Please evaluate yourself. Put an E in the box that describes how well you can write it in English. Put a 1 in the box that describes how well you can write it in your home language.

I write:	With Problems	Okay	No Problem
Information on questionnaires			
Shopping lists			
Short messages			
Postcards			
Letters to friends and family			
Daily schedules			
Answers to questions			
Descriptions of what I hear or read			
Descriptions of what has happened to me			
Notes for my job			
Notes to my children's teachers			
My opinion			

E= In English 1 = My Home or First Language

Adapted by Heidi H. Platt from Gottlieb, M.; ' Making it Count! Standards-Based Assessment K-12,' TESOL Academy, Baltimore, MD, 1999.

Appendix E
Sample Learner Checklist

Name: _____ **Center:** _____

Teacher: _____ **Class:** _____

BEFORE CLASS Date:			Goal	**AFTER CLASS** Date:
I need this now	I need this in the future	I don't need this		I did this! (When? Where? How?)
			Go to another school or training, or finish one	
			Get a job	
			Keep my job	
			Get a better job	
			Get U.S. citizenship	
			Register to vote, or vote for the first time	
			Get off of public assistance	
			Read more to my children	
			Help my children with their homework	
			Spend more time with my children	
			Spend more time on my children's schooling	
			Get a driver's license or a driver's permit	
			Enter the military	
			Get computer skills	
			Take the GED practice test	
			Take the GED test	
			Go to the Evening High School program	
			Go back to high school	
			_____	

Created by Barbara Denman, Prince George's County Public Schools Adult Education, 1999.

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Appendix F
Sample Teacher Self-Reflection Journal

December 2: The main goal of my lesson today was to review clothing vocabulary and then to introduce the description of what people are wearing, using present continuous tense.

The clothing review took much longer than I expected. I probably should have revisited the newer vocabulary words earlier—we covered them only at the beginning of the cycle and haven't worked much more with them. As a result, the vocabulary needed to be re-taught. I was in a hurry to begin the grammar part of the lesson and rushed the review. What resulted was too much new material in too short a time.

This lesson reminded me that I need to build a review component into my lessons on a more regular basis. I also need to pay attention to the pacing of my lessons, particularly with this beginning class. It's obvious to me that I'm a little out of practice with lower level classes!

December 4: We picked back up today on reviewing clothing vocabulary as well as an introduction to the present continuous tense.

It went much better today. The learners were quicker in answering flash cards and more able to match words to pictures. I wonder, though, if it is because we began the review last class and they practiced at home, or if it's because Carlos is back in class. Perhaps Carlos, definitely the strongest speaker in the group, is giving me an inaccurate idea of the comprehension level of the entire class. I need to think about ways of checking individual comprehension rather than relying on Carlos as the indicator. Next class I'll try something different. I want to get more information from other students without discounting Carlos' ability. Maybe I'll try the activity where a selected student must come up with a description of what a student is wearing; then that student will have to describe another student-- more controlled and will limit class interaction to one student at a time.

Appendix G
Resources for Accommodating Special Needs Learners

The American Disabilities Act of 1990, TITLE III, Section 36.309, dictates that it is an individual's right to have accommodations provided during testing. Program enrollment material should include a statement about learners' rights to accommodations during testing, preferably available in translation in a variety of languages.

Sample Text:

"If you have a disability and need accommodations when you take tests, please contact program staff. If you do not tell us in advance, it may not be possible to provide accommodation."

Guidance for CASAS Testing

1. When administering CASAS standardized tests, the testing environment may be adapted but the test format may not be changed. In other words, it is allowable to use a scribe/writer, extend the time for test-taking, and allow breaks during testing. It is not permitted to alter the forms by enlarging the print, audio taping the reading portion, or scanning forms into the computer.
2. Contact CASAS at (619) 292-2900 extension 348, to request large-print version, alternative protocols, or recommendations for the needs of specific disabilities.
3. Persons with disabilities have the responsibility to submit documentation at the time of program entry to receive accommodations.

Other Resources in Maryland for Special Needs Accommodations

ADA Information Center for the Mid-Atlantic Region: Provides training, information, and technical assistance on the Americans with Disabilities Act to businesses, consumers, and state and local governments. Offers a tool-free hotline to answer specific ADA-related questions. Businesses, individuals, schools and local or county governments can call for advice and information about what is required, who is covered, and how to work through disability-related questions in employment, access, public services, and other areas. (800) 949-4232 or http://www.adainfo.org/about/index.html

Maryland Technology Assistance Program: Operates the Information, Referral and Demonstration Center which offers a short-term loan program to provide adaptive equipment, including verbal communication aids, vision aids, mobility aids, and augmentative communication devices to programs or consumers for a three week period. (800) 554-9213 or http://www.mptap.org

Appendix H
Contact Information for Maryland Professional Organizations

Maryland TESOL

Maryland TESOL is a professional, non-profit association dedicated to the improvement and advancement of teaching English to speakers of other languages. Maryland TESOL is an affiliate of TESOL, the international organization of professionals interested in teaching English to speakers of other languages. Maryland TESOL has the following goals:

- To disseminate information
- To strengthen instruction and research at all levels of English to speakers of other languages
- To provide leadership in professional concerns
- To promote scholarship

Maryland TESOL holds a conference each fall in central Maryland.

Organization web-site: www.howardcc.edu

Maryland Association for Adult Community and Continuing Education (MAACCE)

MAACCE is a non-profit organization providing leadership in Maryland for those interested in advancing education as a lifelong process. MAACCE provides a central forum for a wide variety of adult, community, and continuing education groups and encourages organizations and agencies in Maryland to cooperate in a broad spectrum of education programs and activities in support of the lifelong learning concept. MAACCE has eight divisions: administration, adult education, community college, community education, continuing education, correctional education, literacy, and English as a Second Language.

MAACCE holds a conference each spring.

Membership Information: Bob Rossi, PO Box 170, Childs, MD 21916, Telephone: (410) 378-4900

Appendix I
Resource Center for Language and Culture

The Resource Center for Language and Culture (RCLC) provides resources and services to individuals interested in the teaching and learning of English, other languages, and cross-cultural communication. Its growing collection of over 10,000 print and non-print items is available for loan to educators, business professionals, trainers, and students.

The RCLC is fully automated, with the majority of circulating items searchable through VICTOR, the on-line catalog of the University System of Maryland libraries. Additionally, the RCLC homepage has links to other pertinent sites such as the Maryland State Adult Literacy Resource Center homepage, and job search and professional development bulletin boards.

Library Resources

- Texts and readers for K-12 and adult ESL/EFL classes
- Content area ESOL texts
- FLES (Foreign Language in the Elementary School) texts and materials
- Bilingual and cross-cultural children's literature
- Testing and evaluation references and tests
- Curriculum guides
- Bilingual dictionaries
- Reference materials for bilingual and foreign language education, and linguistics
- Materials for cross-cultural training
- Video tapes on subjects including: language proficiency testing, culture, teaching ESOL and foreign language
- Periodicals and journals related to language study and culture

Publishers' Display

The Resource Center for Language and Culture maintains a permanent display of the latest ESL/EFL titles from major publishers.

Contact

The Resource Center for Language and Culture
Department of Education
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, Maryland 21250

Telephone: (410) 455-3694
Fax: (410) 455-1139
www: http://www.umbc.edu/rclc

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